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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with adults in community colleges, mental health settings, university counseling centers, or industrial settings. The goal of this module is to help users assess their age biases, develop nonbiased counseling behaviors, and choose decision-making strategies for adults. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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UTILIZING STRATEGIES FOR ADULT GUIDANCE

MODULE 13

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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OVERVIEW OF MODULES

"It started me on a new path and has given me a confident feeling toward the future. I had felt qualms of being 'too old,' too out of the mainstream of life and too much a homebody to enter the business world."

"I began to see myself, for myself. I was responsible for and protected myself. I learned how others saw me and was able to stand up for myself. I felt I really grew in my self-understanding and self-acceptance."

These verbatim reports of counseling successes are from people who participated in counseling and guidance activities at the Continuum Center for Adult Counseling and Leadership Training, Oakland University, Rochester, Michigan. People are recognizing more and more the need for counseling and guidance activities for adults as well as for school-aged students. The myth that adults are "in control" is being dispelled. We are beginning to realize that people need help throughout the life cycle.

In order to provide guidance services for adults, guidance personnel need orientation to the special concerns of adulthood. It is the purpose of this module, Utilizing Strategies for Adult Guidance, and its companion module, Designing Programs for Adult Guidance, to provide some of the skills needed for working effectively with adults.

Counseled adults and counselors of adults continually report "the critical incident" in successful counseling stems from encouragement and support. The following modules are designed to emphasize several ways in which guidance personnel can be more sensitive to and supportive of their adult clients. This sensitivity and support results from guidance personnel facing their own feelings and attitudes about age and encouraging adults to make decisions irrespective of age. It implicates the knowledge of themes and issues of adult development and the use of this knowledge for developing programs designed to reach large groups of adults.

Specifically, these modules attempt to spell out ways in which guidance personnel can be supportive to their adult clients by:

1. Assessing their own feelings and attitudes about age;
2. Responding in a non-biased manner;
3. Implementing appropriate decision-making strategies;
4. Encouraging adults to expand alternatives in decision-making;
5. Applying knowledge of developmental themes and issues of adulthood;
6. Developing programs for adults facing similar role transformations.

Items 1, 2, and 3 will be covered the first day in the module entitled Utilizing Strategies for Adult Guidance. Items 4, 5, and 6 will be covered on a second day in the module entitled Designing Programs for Adult Guidance. Optimally guidance personnel will be given the opportunity to participate in both modules.

The modules have been designed to focus primarily on experiential learning, and a variety of activities have been included for each skill

area. In addition, short amounts of written didactic information has been included to present participants with the necessary knowledge to engage in the activities.

Utilizing Strategies for Adult Guidance and Designing Programs for Adult Guidance are designed for guidance personnel who work in counseling and guidance with adults in community colleges, mental health settings, university-related counseling centers, or in industrial settings. For the purposes of these modules, adults will be defined as persons between the ages of twenty-five and sixty.

MODULE GOAL AND OBJECTIVES

Module Goal

The topics covered in this module include age bias, non-biased responding and decision making. You will learn how to assess your own age bias. Secondly, you will learn how age bias affects counseling behavior and how to respond in a non-biased manner. Lastly, you will learn how to choose decision-making strategies and how to help adults expand their alternatives in a decision-making situation.

Module Objectives

When you have successfully completed this module, you will be able to:

1. Identify your age bias
2. Explain the components of age bias
3. Perform a basic skill in non-biased responding
4. Choose appropriate decision-making strategies
5. List at least three possible alternatives for each of the three decision-making situations.

Criteria for achieving these objectives are found in the Coordinator's Guide.

Module Outline

Approximate Time	Activity	Outcomes
2 hours	Introduction Age Bias discussion and activities	1
2 hours	Non Biased Responding Video taped vignettes Discussion and practice activities	2,3
1 1/2 hours	Decision-Making Model Discussion and application of model	4,5
1/2 hour	Summary Activity	1,2,3,4,5

AGE BIAS

AGE BIAS

A good part of the knowledge many of us hold about adults is couched in the form of myths. Myths are those often nonsubstantiated ideas or thoughts we hold about adults in general. Myths may be a combination of fact and falsehood, but all myths have some effect on our behavior and interaction with adults.

--Activity--

(a) Let's take a few minutes and identify some of the myths each of us may hold about adults.

(b) To help us explore one area in which we may hold some myths, respond in writing to the Age Norm Inquiry instrument outlined on the next three pages.

Age Norms Inquiry

Part I

Directions: Write age limits in the blanks below when you feel they are appropriate.

ALL OTHER THINGS BEING EQUAL, A MAN:

1. Can have a first child from _____ years to _____ years old.
2. Is attractive from _____ years to _____ years old.
3. Can remarry from _____ years to _____ years old.
4. Can date from _____ years to _____ years old.
5. Should be self-supporting from _____ years to _____ years old.
6. Can consider changing from a corporate executive to teaching as a career between _____ years to _____ years old.
7. Can have his own apartment from _____ years to _____ years old.
8. Can go to college from _____ years to _____ years old.
9. Should begin his career from _____ years to _____ years old.
10. Can change from a bus driver to a sociologist anytime from _____ years to _____ years old.
11. Can retire from _____ years to _____ years old.
12. Can divorce a wife from _____ years to _____ years old.
13. Should hold his top job from _____ years to _____ years old.
14. Is an old man from _____ years to _____ years old.
15. Can change his career from _____ years old to _____ years old.
16. Can have his last child from _____ years to _____ years old.

Note: Instrument adapted from Seltzer Mildred, Gerontology Program Evaluation Instrument, Miami University, Oxford, Ohio; Troll, Lillian and Nancy Schlossberg, How "Age Biased" are College Counselors, Industrial Gerontology, Summer 1971.

(Write age limits in the blanks below when you feel they are appropriate.)

ALL OTHER THINGS BEING EQUAL, A WOMAN:

1. Can change her career from _____ years to _____ years old.
2. Is an old woman from _____ years to _____ years old.
3. Should hold her top job from _____ years to _____ years old.
4. Can have her last child from _____ years to _____ years old.
5. Can divorce a husband from _____ years to _____ years old.
6. Can retire from _____ years to _____ years old.
7. Can change from a bus driver to a sociologist anytime from _____ years to _____ years old.
8. Should begin her career from _____ years to _____ years old.
9. Can go to college from _____ years to _____ years old.
10. Can have her own apartment from _____ years to _____ years old.
11. Can consider changing from a corporate executive to teaching as a career between _____ years to _____ years old.
12. Should be self-supporting from _____ years to _____ years old.
13. Can date from _____ years to _____ years old.
14. Can remarry from _____ years to _____ years old.
15. Is attractive from _____ years to _____ years old.
16. Can have a first child from _____ years to _____ years old.

Part II

Directions: Please fill in Five (5) adjectives that best describe a man in his:

1. 20's

1.
2.
3.
4.
5.

Part II Continued

40's

1.
2.
3.
4.
5.

60's

1.
2.
3.
4.
5.

Five (5) adjectives that best describe a woman in her:

1. 20's

1.
2.
3.
4.
5.

40's

1.
2.
3.
4.
5.

60's

1.
2.
3.
4.
5.

Assessment of Objective 1

After you have completed the Age Norms Inquiry, read the Scoring Directions below and answer the related questions that follow.

Scoring Directions

There are no hard and fast scoring directions. The Age Norms Inquiry is simply a tool to help you begin thinking about some of the age-related myths or biases you may hold. The decision as to what is a "biased" response is in a sense arbitrary. In Part I, if any age limits at all are indicated, these responses could be judged as biased. An ideal non-biased response would be one that indicated that the behavior in question had nothing to do with age, i.e. "no age limit." Go through your responses to Part I and put a "B" next to those items in which you think your response was biased. To help determine whether or not your answer was biased, try substituting various ages in the item. Is age the crucial variable or could the behavior or characteristic in question apply to age groups beyond those you indicated?

Questions

Part I

How many items did you put "B's" next to? _____

Do you have different numbers for the male-female scales? _____

Part II

How many of the same adjectives did you use to describe the various age groups? _____

PART II (Con't)

For those adjectives which differed, how did they differ?

Did you describe any age group with more positive characteristics than others?

Did you describe any age group with more negative characteristics than others?

Did you describe any age group with differences between men and women?

Age Bias: A Definition

At this point some of you may be asking, what exactly is age bias and why is it important to me as a guidance person? (Without trying to ascribe feelings), some of you are probably also feeling a little chagrined at having your behavior labeled as "biased." After all, most of us as guidance workers like to feel that we respond to each person as an individual, and we try to fully recognize unique individual qualities. To have our behavior pointed out as being biased is certainly antithical to this implied creed. Furthermore, as enlightened people, we like to think that we have been cleansed of "all of those" prejudices and biases.

Whew! Now that we've gotten all of those feelings out of the way like good guidance workers. . .Again, what is age bias and why did we find some of our responses to be biased?

Age bias can be defined as the holding of assumptions about people's abilities, interests and values based on their age. Age bias includes having images about certain age groups and expecting persons of that age to meet that image. It is predicated on the assumption that knowing a person's age gives you access to a wealth of knowledge about his/her behavior.

Specifically three forms of age bias can be noted (Troll and Nowak, 1976).

1. Age restrictiveness - limiting certain behaviors as appropriate for only the young or old, i.e. 26-year olds do not become college presidents and 60-year olds do not become doctoral candidates.

2. Age distortion - lack of agreement between characteristics ascribed to an age group and the characteristics that age group ascribes to itself, i.e. one widely held assumption has been that

middle-aged women are bereft when the last child leaves home. Recent research has shown, however, that this "empty nest" time is a tremendous relief and a period of well being for those women (Psychology Today, May, 1975, January, 1976).

3. Negative attitudes toward any age group, i.e. characterizing all teenagers as using drugs or involved in sex or equating old age with the negative characteristics of passiveness or "not with it." How do biases become conditioned as an integral part of our behavior?

Through a process of socialization we have learned to classify and categorize first experiences and initial meetings with people. In some cases these classifications have been useful because they allowed us to quickly incorporate information from our past experience to help us to understand new situations. Categorizations lose their usefulness, however, when they become inflexible labels that are not revised on the basis of new information. They can become particularly dangerous when we fail to recognize that we are using them.

By responding to the age norms inquiry you have been given an opportunity to assess and recognize your use of age categorizations and labels. In some instances you may have found yourself responding in a "biased" fashion to certain items on the inquiry. Your responses may have been the result of cultural conditioning and your past learning experiences. Because most counselors have experienced similar socialization patterns as people in general, many of us hold assumptions about age-appropriate behaviors. Over half of the counselors sampled in a survey by Troll and Schlossberg (1971) could be characterized as "age-biased" as demonstrated by the responses on the age norms inquiry.

In addition, these assumptions about age appropriate behaviors seem to be pretty universally held across our culture. Our culture, as do

most others, has certain rules and customs based on age. These rules and customs have given rise to prevalent age stereotypes which designate appropriate behaviors for various age groups.

Neugarten, Lowe and Moore (1965) studied "middle class Americans" and found a high level of agreement from respondents of different ages about what age was appropriate for a particular behavior. For example, at least four in five of the respondents believed that the best age for a man to marry is between 20 and 25, for a woman between 19 and 24; that people should finish school and go to work between 20 and 22; that people should retire between 60 and 65.

Based on these age appropriate constraints, Neugarten feels we all have a built in "social clock," which is the yardstick for judging whether a particular behavior is on-time or off-time. At each age people are expected to behave in certain ways. If they do not, they feel they have failed in some important way.

The people Neugarten interviewed felt that there were so-called right times for personal events such as marriage, having a first child, and moving into one's own apartment. There are also right and wrong times for vocational and career matters such as starting graduate school or changing jobs. If these behaviors occur at an "off-time" people experience shame as a result of age deviancy. The man who is still in school at age 30 feels ashamed. It is as bad to have a baby at age 45 as at age 15.

Age stereotypes, like other stereotypes, are not imposed from outside individuals. Rather, they are a part of an individual's belief system. People who do not fit or adhere to the age stereotypes are likely to blame themselves rather than question the stereotype.

Age bias can have far-reaching implications for counseling and guidance activities. Many of us are faced with clients who are considering options and decisions in their lives. Without examining our own possible age biases we may be unintentionally limiting our clients' options. Have you discouraged clients from pursuing certain activities, or have you not presented all of the possible career options that you are aware of? Would you support the same career choice for a 25-year old as you would for a 50-year old?

Guidance personnel must take responsibility for examining their own age bias. Activities like the age norms inquiry and the activities following this unit are a good place to begin. Re-examination must occur periodically. In coming to grips with our own biases, we will be better able to help clients deal with some of the irrational stereotypes about age appropriateness which control their own behavior. We may be better able to support a 45-year old who is not sure it is "right" to be in school.

Who knows? Maybe by moving away from the assumptions underlying age bias and the assumption of the inevitability of certain events occurring at certain ages, we may be able to move toward the possibility of trying new options at <u>every</u> age.

<u>Age Bias Activities</u>

Now that you have been sensitized to the issue of age bias and its ramifications, break into groups made up of three or four persons each and complete the following activities:

--Activity 1--

In a large group, read the following simulated situation and have five participants volunteer to play the five roles. (The different roles will be assigned by the coordinator. See Appendix for information.)

> Situation: Karen Adams is applying for admission to dental school. She is 40 years old and has always wanted to be a dentist. She has decided to apply to dental school now that her children are grown and she no longer has the full-time responsibility of caring for them. Her undergraduate school records and Dental Board scores place her in the top 10 percent of all applicants. The admissions committee is meeting to consider her application. There are five members on the committee.

After the simulated admissions committee has met for 15 minutes, discuss within the large group framework:

(a) the issues presented in the situation

(b) how age bias plays a part in the decision to be made

-- Activity 2--

To help you identify some of the feelings associated with age bias, take a few minutes and --

(a) Imagine the age you would least like to be.

(b) Close your eyes and try to picture what the world would be like for you if you were that age.

(c) Describe your world to the rest of the group if you so desire.

Assessment of Objective 2

Record in the space below two incidents where you have experienced or witnessed age bias occurring. Briefly describe each of these incidents and identify the form of age bias; namely, age distortion, age restrictiveness or negative attitude present.

> Example: You are watching the evening news with friends. After the newscaster describes an outbreak of violence in a local high school, your friends explain, "Young people don't seem to have anything better to do with their time than to damage public property."
>
> This is an example of negative attitude toward an age group. Your friends have generalized the negative characteristics of a small group of adolescents to all adolescents.

Non-Biased Responding

If our biases do affect adult clients' options and decisions, how can we provide non-biased guidance? One important skill which can help us provide non-biased guidance is that of effective listening and responding. We all know that listening and responding skills have repeatedly been lauded as the cornerstone of good counseling. But, not only do they open up communication and help build rapport, they also help us to keep our biases in check. If you're truly listening to someone, you're tuned into their perspective; you're trying to make sense of what they're saying and their world. If you're imposing your values--giving advice or sharing your own experiences with them--at that moment you're probably not listening to what they're saying.

Adults repeatedly state that support and understanding are the crucial ingredients that they seek in a helping relationship. The first few minutes of such a relationship often serve to demonstrate to them whether these elements are present. Most adults are apprehensive about seeking help; many have never done it before. Most adults are caught up in the notion that they should be able to manage their own lives without help. They are all vulnerable at this point.

What can you do when they enter your door? You can demonstrate your support and understanding by listening and trying to formulate accurate responses. You can listen to their uncertainties and concerns and let them know by your responses that you are truly trying to understand. You can reinforce them for the often difficult task of talking to someone about their dreams, hopes and aspirations.

What should you try not to do? Try not to reinforce their feelings that what they have to say is not important; what they're thinking of is silly; that they're too old to want to change their life or career; or that they should be able to work out their concerns without help.

For many, listening and support may be all that is necessary. Others may need help in sorting out decisions that they are facing and in establishing new directions. If you have listened carefully and demonstrated your support, you will be able to work cooperatively in considering these possible options. If, on the other hand, the adult across from you perceives that you are judging him/her by some myth or bias you hold, you will probably never get to that point.

To give us some practice in dealing with concerns that adults are often experiencing, we are going to watch a video tape with eight short vignettes. While watching you will be asked to use the vignette response form on page 21. In column 1, record what your first verbal response to each adult would be. Leave columns 2 and 3 blank right now. In column 4 try to briefly describe the type of program you would design for a group of adults facing the same life situation. Leave column 5 blank at this point. We will be working on columns 4 and 5 in the module Designing Programs for Adult Guidance.

O.K. let's begin

VIGNETTE RESPONSE FORM

	(1) Your First Response	(2) Roadblocks	(3) Effective Response	(4) Program Description	(5) Revised Program
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Roadblocks to Communication

Now, let us list a few of your responses to the adults on the tape on the board. What kinds of responses have you made for Vignette 1? Sometimes it is easier to begin by looking at the responses we feel are inappropriate. A checklist that has been put together for this purpose is called Roadblocks to Communication (Gordon, 1970). Note: No. 13 has been added to Gordon's checklist of 12 responses listed below.

1. Ordering, Directing, Commanding - telling a person something, ordering, demanding --

   "Don't do that."

2. Warning, Admonishing, Threatening - making it clear what consequences will result from certain actions--

   "If you do that, you'll be sorry."

3. Exhorting, Moralizing, Preaching - what someone should or ought to do--

   "You shouldn't spend so much time worrying about it."

4. Advising, Giving Solutions or Suggestions - telling a person how to solve problems, giving advice or suggestions, providing answers or solutions--

   "I suggest you talk to your wife about that."

5. Lecturing, Teaching, Giving Logical Arguments - trying to influence a person with facts, counterarguments, information or your own opinion--

   "Well, you know 62% of the country is unemployed."

6. Judging, Criticizing, Disagreeing, Blaming - making a negative evaluation of a person--

   "That's an immature point of view."

7. Praising, Agreeing - offering a positive evaluation or judgment--

   "I agree with you."

8. Name-Calling, Ridiculing, Shaming - making someone feel foolish, putting people into categories or shaming them--

   "You're selfish."

9. Interpreting, Analyzing, Diagnosing - telling people what their motives are, analyzing why they're doing something--

"You're saying that because you're insecure."

10. Reassuring, Sympathizing, Consoling, Supporting - trying to make someone feel better, trying to make their feelings go away--

"Everybody feels that way at some time."

11. Probing, Questioning, Interrogating - trying to find reasons motives, causes, searching for more information to help you solve a problem--

"When did you start feeling that way"?

12. Withdrawing, Distracting, Humoring, Diverting - trying to get the person away from the problem, withdrawing from the problem, distracting the person--

"Just forget about it." "We've been through all this before."

13. Categorizing, Stereotyping - trying to fit the person into an age categorization--

"All middle-aged women returning to school should give just consideration to their families."

Now returning to the responses listed on the board for Vignette No. 1 --

(a) Do the responses we have listed fit in any one of these 13 categories?

(b) What are some of the responses to the other vignettes? Let's list them.

(c) Take a few minutes and read through your responses to the vignettes.

(d) Under the column heading Roadblocks on the vignette response form, identify any roadblocks that you think you may have used.

In order to experience what it is like to try to communicate something to a person who responds with a roadblock--

--Activity--

(a) Form a pair with the person next to you

(b) Let one person communicate something while the person listening responds with one of the 13 roadblocks to communication.

(c) Switch roles

(d) Return to the large group setting and discuss individual reactions to roadblock-type responses.

Effective Responding

Now that we have considered responses which might be ineffective, let's begin to look at effective responses. What are the components of effective responses? How do they differ from roadblock responses?

One communication skills model stresses the facet that effective responses focus on a client's feelings and content (Carkhuff, 1973). An example is presented in the following exchange:

Client: My husband told me that I'm starting to think I'm better than he is since I started to college through the new careers program.

Counselor 1: While you want to improve yourself, it's really frustrating because it seems to be hurting your relationship with your husband.

Counselor 2: This new careers program - - does it pay your way through college?

Counselor 3: Don't you think you're too old to go back to school?

Counselor 4: Why don't you go home, make up, and cook him an extra-special dinner tonight.

Which of these counselor responses is most appropriate? Which one focuses on the client's "feeling and content"? Of the responses given, Counselor Response No. 1 appears to be the most effective. What do you think would be the result of Responses 2, 3, 4? What would be the client's next comment?

We are not trying to prescribe one uniform, right way of responding to each of your clients. What we are suggesting, however, is that several training models have demonstrated the usefulness of including the components of responding.

As a result, you may want to practice or include them in your communications with your clients. Some key words or stems which may help in doing this are:

you feel that. . .

what I hear you saying is. . .

sounds like you're feeling. . .

you're (name the feeling). . .

what I think you said is. . .

Self Verbalization

What we have just looked at are guidelines and examples for formulating effective responses. But, how did the counselor get to this point?

What did she/he think about or verbalize internally before finally making a response to a client? The whole process of self-verbalization is important to focus in on, particularly when you are trying to control some of your biases in working with adults.

Although it may seem like a split second process, we all go through a sort of self-monologue before we respond. We probably do more of this when we are beginning an initial interaction with someone, for we are trying harder to understand and to say the right thing!

One way to use this self-monologue to help us to formulate more effective responses is to make it more explicit. Several researchers have explored and investigated a cognitive self-instructional modeling approach to learning empathy and communication skills (Michenbaum, 73; Ochiltree, Brekke, Yager, 75).

As an adaptation of their work, we have put together the following self-verbalization list of questions:

1. What is the adult/client expressing verbally/non-verbally?
2. How do I really feel about what a person his/her age should do?
3. How would I feel if I were in his/her place?
4. What would I really like to say, what's wrong with it?
5. What will I say, what would be the least biased or most effective response I could make?

By answering these questions, at first verbally and then non-verbally to yourself, you can begin to focus on some of the self-verbalization process that precedes your actual response.

Remember the woman on the video tape who was concerned about going back to school and dealing with her family responsibilities? Suppose she came to see you. The following self-verbalization process is given below as an example of what you might go through before responding to her.

1. What is she feeling verbally/nonverbally?

   She's really scared about adding on new responsibilities. She's not sure she will be able to make it in school. She may be angry that her husband is not willing to take on more responsibilities.

2. How do I really feel about what a person her age should be doing?

   Here's where my bias comes in - I know a lot about divorce statistics, and I feel that she should get some training so she will be able to take care of herself.

3. How would I feel if I were in her place?

   Angry, frustrated, confused - (are these the feelings she's really expressing or those I would be experiencing? Check her non-verbal behavior.)

4. What would I really like to say?

   ...might go something like this, "I think you're asking for help in thinking about yourself for a change. Let's talk about ways you can return to school."

   What's wrong with the above response? It is subtlety biased; it focuses only on the option of returning to school and doesn't consider some of the other pressures she is feeling.

   An equally, more blatantly, biased response might be,

   "You really should think about your family and fit the school in later when you have more time."

5. What will I say? What might be the most effective, least-biased response?

   One response that might work: "Let's talk a little bit more about these conflicting pressures you're feeling..."

   This response would open up the interaction for considering all options without your imposing your bias in favor of one or another of the options.

By comparing some of the biased and non-biased responses above, you can see that what you say can direct or control interaction. Through this self-verbalization process, you can become more aware of the way in which you are influencing your interactions. You will become more aware of where your biases lie and more able to anticipate the consequences of your responses.

In Appendix A is a sample self-verbalization dialogue that Ochiltree uses with practicum students at the University of North Dakota. This self-dialogue focuses on some more general kinds of concerns. It also points out that one response isn't going to make or break us. There exists opportunity for self-correction.

--Activity--

In groups of three persons, assume the following roles:

(a) One person assumes the Counselor role;
(b) Another, the Client role;
(c) The third person serves as the Observer.
(d) Switch roles and make sure that everyone gets to assume the counselor's role.

The client should take a few minutes and think of a real concern or think of a concern an adult client might have. The client will use the concern decided upon in an exchange with the counselor.

The exchange will follow the following steps:

(1) The client will express his/her concern to the counselor.

(2) The counselor will verbally answer the five questions in the self-verbalization process.

(3) The counselor will formulate a verbal response to the client.

(4) The client will be asked to comment on how the counselor's response made him/her feel. The clients in each group will also be asked how they would have felt if the counselors had used the response they considered in answer to question 4.

(5) After the above exchange, the observer should be given a few minutes to comment on the process.

Like learning any other skill, this self-verbalization process may have been hard for some of you. You may have also felt that it was an artificial procedure. For both of these concerns, practice may be the answer. The more you apply this self-check list, the easier its use will become and the more quickly and automatically you will be able to use it.

What we did in our first practice session was to verbally answer the questions. Obviously we can't use this process in our actual work. Ochiltree and Michenbaum have suggested a three-step learning approach going from verbal to whispering the answers to covertly answering them. They also suggest that after answering the five questions you may want to ask yourself, "Is there anything I can pat myself on the back for doing?" You may want to include this step in our next practice activity. "Pats on the back" could include self-verbalizations like, "I think I did a pretty good job on that one."

We are now going to skip the whispering step due to the time constraints and move directly to the covert self-verbalization step. When you return to your setting, you may want to practice this skill with your colleagues and at that time build in the second step of whispering answers to the questions.

Summary

Up to this point we have looked at how assumptions we might hold about certain ages can affect our interactions with clients. Also, we have discussed and have practiced responding skills as one way of keeping our biases in check. Before emitting a response, however, we need to engage in an internal self-verbalization process to insure supportive and understanding response behaviors.

In addition, we have found that the use of these communication skills gives clients an opportunity to be listened to accurately, responded to, and in a sense legitimized. Their use in the beginning of a counseling relationship also gives the counselor an opportunity to clarify the situation and to determine the next steps. For some clients the next step will simply be additional opportunities to express concerns, be understood and supported, and to promote further self-understanding. However, other counseling interactions will indicate that the client is facing a decision and may need help in either expanding alternatives, choosing among alternatives, or implementing a decision.

Assessment of Objective 3

In groups of three persons

(a) One person assume the counselor role;
(b) Another, the client role;
(c) The third person serve as a peer rater.

Situation: The client should take a few minutes and think of a real concern or think of a concern an adult client may have. The client will use the concern decided upon in an exchange with the counselor. The exchange will be as follows:

- The client will express his or her concern to the counselor.
- The interaction will continue until the counselor has been given the opportunity to make five responses.
- The observer will determine whether the counselor's responses were biased or non-biased according to the criteria below:

Criteria:

1. Did the response focus on the content and feeling that the client was expressing?
2. Did the response demonstrate bias by leading the interaction in one direction or limiting options?
3. Did the response enhance the interaction? Did the client continue to communicate?

Peer Raters Use the Following Rating Grid -

(Please include relevant comments)

Counselor:	Criteria 1	2	3
1st Response			
2nd Response			
3rd Response			

DECISION-MAKING SKILLS

You tell me that I'm falling down
a drifter with no role
You tell me that I need a friend
To help me take control
Well let it be I'm not alone
I'm only lonely see
And you can't tell me where to go
or what or who to be

I am exactly what I am
and not the way you'd like to see me
I look outside long as I can
then close my eyes and watch
my world unfold before me.

Decision-Making Skills

The above song entitled "You tell me that I'm falling down" by Linda Ronstadt mirrors the need of many adults to take hold of the decisions which may be affecting their lives. Although our complex world provides the opportunity for many decisions to be made, some of us lack the skills necessary to make well-informed or well-considered choices. Some of us may simply feel better having others decide for us.

Some of us may feel as if we have no control over our lives and our destinies; what happens to us has no relationship to the decisions we make. The degree to which individuals take hold of and control their own destiny is a psychological phenomenon identified by Julian Rotter as locus of control (1966). This refers to the individual's perception of her or his control or mastery of the environment. Many studies have differentiated people along Rotter's internal-external continuum of control, and some studies have demonstrated actual behavioral differences between people who feel in control and those who feel controlled.

Career decisions will probably be the largest category of decisions you will be presented with. However, the model presented is also appropriate for other decisions. We will broadly define career to

include occupational educational choices and patterns. The issue of control is inherently related to career decision-making. Very few adults who change careers midstream feel as though they are making the change willingly and deliberately; most feel that their careers are a matter of chance, of happenstance (Roe and Baruck, 1964).

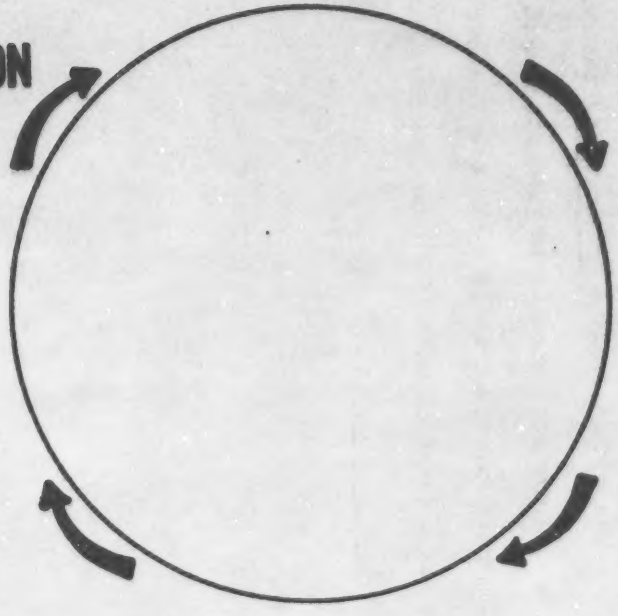
The model we will be considering can be useful in providing you with some strategies to help your clients take control and feel in control of their careers and their lives. In helping adults make career decisions, our task is not to move groups into certain fields and discourage them from other fields. Rather, it is to develop strategies that will help individuals make career decisions based on their interests and abilities rather than on their sex, social class, ethnic background, or age. We can't decide for them, but we can help them in deciding. Not an easy task to be sure.

Before we take a look at the model and the skills involved, take a few minutes and consider a career decision you may be making right now or a decision that one of your clients may be facing. After you have something in mind, turn to the Decision-Making Worksheet on page 40 and briefly describe the decision under the first column. We will continue filling in this worksheet as we proceed.

Anticipation and Implementation

On the Non-Biased Counseling Model two stages of decision making are designated. These two stages, developed by Tiedeman and O'Hara, anticipation and implementation, are further illustrated on the chart, Decision-Making Process (1963). Please refer to the chart on page 37 at this time.

DECISION-MAKING PROCESS



Adapted from Tiedeman, D. and O'Hara, R. (1963)

If adults are in the anticipation stage of a decision, they are exploring and then clarifying possible goals. They may not be aware of the options available to them, or they may be aware of several options and need to choose among them. In the exploration phase the emphasis should be on dreaming, fantasizing and determining what is important in one's life. As the anticipatory stage unfolds, the individual begins to consider and evaluate various alternatives. Finally, the decision and a choice are made.

The second stage - implementing the choice - begins when one enters the new system: enrolls in graduate school, starts a new job, sees a divorce lawyer, moves to a new town. After induction into the system, one gains a sense of oneself in the new role, and this identification leads to integration.

When an adult comes to see you, he/she may either be in the anticipation or implementation phase of the process. As a group, let us try to decide where the following adults fall. (You will remember these situations from the vignettes you viewed earlier.)

1. Vignette
   woman with Ph.D. who can't find a job

2. Vignette
   middle-aged man feeling "boxed in" doesn't know where to go at this point in his life

3. Vignette
   middle-aged woman who is struggling with going back to school and managing a home and family

Now classify your decision on the Decision-Making Worksheet. Where does your decision-making situation fall?

Identifying where an individual is in the process is the first step. The next step is to apply selected strategies to help the person move through that stage. We are going to examine selected strategies, which can be used at the different points in the model.

We shall briefly sample from the potpourri of available strategies; most of our examples are related specifically to career decision-making. This is a time when your creativity and expertise can come into play. Many of the skills you have learned in working with adults will probably prove to be effective strategies. Also, there are several commercial programs available on decision making that have done a good job in covering some of the strategies in depth. References for these programs are included.

Anticipation Strategies

The focus in this stage should be on dreaming and exploring. You can select one or more of the possible strategies, depending on where the individual is in the decision-making process. Some examples include:

DECISION-MAKING WORKSHEET

Career Decision	Anticipation or Implementation	Strategies	Alternatives

1. Dream activities. Ask adults to envision what their ideal job or career would be like. Ask them to imagine themselves working in this setting, what are they doing, who else is there, what does it feel like. Later activities would focus on identifying the skills and abilities necessary to actually obtain this ideal position.

2. Values clarification. Adults at this stage sometimes need help in clarifying what's important to them in their lives. In making career decisions, we need to be aware of the values which particular career fields offer and how they compare with our priorities. Many times our values are reflected in our behavior. What is important to us usually shows up in what we do. A variety of values strategies are available; one quick way of helping adults focus on their values is to ask:

   What three things do you want most in life?

   1.

   2.

   3.

Future discussion would evolve around an assessment of recent activities that support what they have indicated are the three things they want most in life. An excellent reference in this area is Simons, Values Clarification, 1972.

3. Interest assessment. Research in career decision-making indicates that our interests play a large part in our career satisfaction. Several commerical interest inventories are available for comparing

adults' interests with the interests of a variety of occupational groups. Two widely used inventories are John Holland's, Self Directed Search and the Strong-Campbell Vocational Interests Inventory.

4. Skills Identification. Help adults to identify skills and abilities so they can use this information later on in looking at the skill requirements of different career or job areas. Several systems are available for doing this, including John Crystal's, Where Do I Go From Here With My Life; Bernard Haldane's, System For Identifying Motivated Skills; and Arthur Miller's, System for Identifying Motivated Abilities.

5. Developing Alternatives. Brainstorm possible options based on some of the "self-knowledge" generated from the previous strategies.

6. Gathering information about Alternatives and predicting Outcomes. This is the point at which "self-knowledge" starts meeting reality. Help may be needed in locating information sources and evaluating them. Relevant information in making a career choice would include items like projected manpower needs, education or training necessary, financial and geographical considerations.

   A simple form could be used for this purpose. Example:

Alternative	Advantages	Disadvantages	Possible Outcome

7. Choosing. At this point, adults may need information on different styles of decision-making and risk-taking behavior. There is an excellent discussion of this topic, as well as strategies numbers 5 and 6, in C.E.E.B's, Decisions and Outcomes and How to Decide: A Guide for Women.

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Implementation Strategies

The focus in this stage should be on helping adults to actualize their decisions and to deal with some of the subsequent problems that may arise when they enter a new system. Some possible strategies include:

1. Action planning. Helping adults to identify long-term and short-term goals, when certain goals can be met, and what may be helping and hindering forces in implementing their decision. A suggested planning form could include:

	helping forces	hindering forces
long term goals:		
short term goals:		
dates to be accomplished		

How can you turn some of the hindering forces into helping forces?

helping ← hindering

2. Assertive Training. Sometimes adults need help in expressing their ideas and presenting themselves persuasively in their efforts to enter a new system such as school or a new job. They may need help in discriminating between non-assertive, assertive and aggressive behavior, as well as help in practicing the components of assertive behavior. Groups focused around this strategy have been very effective because of the support they offer. An excellent resource in this area is Alberti and Emmons, Stand Up, Speak Out, Talk Back; other references are included in the bibliography.

3. Job Finding Skills. Sometimes adults need help in writing resumes, reading classified advertisements, and in interviewing. Role-playing interview sessions have proven to be effective. Richard Bolles, What color is your Parachute is a good reference for both you and your clients in this area.

4. Support Groups. Adults who are presently in a system and are having similar concerns sometimes benefit from participation in a group. Groups of this kind are effective in providing support to their members and in suggesting alternatives. More discussion of this strategy will be covered in the module entitled, Designing Programs for Adult Guidance.

Depending on where an adult is in the decision-making process, one of the suggested strategies could be employed. Let's look at a decision-making situation and the possible use of some of these strategies.

> Nancy has an M.A. in chemistry and has been looking for a job for six months. She is also concerned about the child care arrangements for her three small children and her ability to combine work with her role as a mother.

She is in the implementation phase of the process. She has decided what she wants to do and needs help in actualizing it. All of the strategies suggested under implementation would be appropriate; help may be needed in job-finding skills and in assertively making her way through a system. Once she finds a job, she may find participation in a support group with other working mothers to be helpful.

--another decision-making situation--

> Bob has just gotten out of the service, where he received training in electronics. He's not sure that he wants to continue in electronics. He's not really sure what he wants to do. Electronics wasn't a real turn-on for him; he thinks he'd rather be working with people.

Bob is in the anticipation phase of decision-making. He may benefit from several of the strategies described in this stage. In particular, he may be near the beginning of this stage and need help in dreaming about possible options and defining his values. He may want to look at some of the skills he acquired in the Army and compare them with the skill requirements of other areas. Now, for your own or your clients' decision-making situation, list some appropriate strategies on your Decision-Making Worksheet.

Assesament of Objective 4

Return again to our three vignette people. What strategy or strategies would be appropriate for each of them? In each instance identify whether the strategy is from the anticipation or implementation stage and describe specifically how you would apply the strategy. What steps would you follow?

	Anticipation or Implementation	Application Steps
1. Woman, Ph.D. unemployed		
2. "Boxed-in" middle-aged man		
3. Middle-aged woman combining school and family		

As you know the final column on the Decision-Making Worksheet is entitled alternatives. This is a critical step in any decision-making situation. The fact that there may be several options to consider distinguishes decision-making from problem solving, in which there may only be one right or appropriate option.

An adult considering a decision should be encouraged to study as many alternatives as possible before evaluating or rejecting alternatives. The focus should be on expansion of alternatives.

Assessment of Objective 5

For each of the vignette episodes below, list three possible alternatives. Make sure that they are alternatives which are realistic enough to be implemented by the person in the episode.

Alternatives

Woman, Ph.D. unemployed:

1.

2.

3.

"Boxed-in" middle-aged man:

1.

2.

3.

Middle-aged woman combining school and family:

1.

2.

3.

In this first module, Utilizing Strategies for Adult Guidance, we have examined the notion of age bias; you have practiced some non-biased responses and we have considered a decision-making model. These are skills that we feel can help you in becoming more sensitive to the needs of adults as well as helping adults to change their behavior. We know this is just a beginning step. We hope that those of you who are interested in this guidance activity will examine some of the references cited and will also participate in the second module Designing Programs for Adult Guidance.

As a means of reviewing listening and responding skills, and as a way to generate alternatives for our own or our clients' decision, would you please spend a few minutes and independently write down some alternatives for the decision being considered on the Decision-Making Worksheet. Now, within the framework of the group--

(a) have one person share or express the decision being considered;

(b) another person try to formulate a non-biased response;

(c) have the person sharing the decision comment on the effectiveness of the response and;

(d) share with the group the alternatives they have written on their worksheet.

Finally, as a large group try to generate at least three more alternatives to this decision-making situation.

Before we conclude this first session together, try to focus on your return to your own work setting tomorrow. As a result of today's activities, what one behavior will you engage in tomorrow?

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APPENDIX A

SAMPLE Self Verbalizations

CLIENT RESPONSE ENDS.

COUNSELOR SELF VERBALIZATIONS: Okay, now I have to say something. I'm pretty anxious but some good deep breaths will fix that right up ... Good, now I feel much more relaxed. ... I don't have to respond right away so I'll just take a minute to collect my thoughts about what he/she just said.

What do I want to do now? I want to let him/her know that I understand how he/she is feeling now.... Right! .... Now I've heard what he/she said.... Have I ever been in that situation before? .... How did I feel? .... All right, I can label that. I'm not doing so badly after all!

Now what feeling words were used? .... What do those words mean? .... How do I feel if I use those words? .... I can't quite put my finger on the word I want but these are some that are pretty close .... At least these will help me get closer to their feeling!

Were there any non-verbal cues? .... What did they say? .... Are there some feeling labels I can put on those? .... Okay, I'm doing much better than I thought I could!

Did the verbal and non-verbal feelings go together? .... Okay.

Now are there any other labels I can use to let him/her know that I understand the feeling he/she is expressing? ....

Now, how does my response sound? .... Not bad at all! I'll have to watch my voice quality and non-verbal with this. Can I restate this another way?... Is it open-ended? .... Is it too long?

Okay here it goes, even if I'm off somewhat though, he/she will be able to set me straight. .... I'll be closer than before anyway.

COUNSELOR RESPONSE

CLIENT RESPONSE

COUNSELOR SELF VERBALIZATIONS: Hey, what do you know! That was pretty close. Now I have a better idea of the feeling. ....

Okay, I have to make another response now. ....

James Ochiltree, Department of Counseling and Guidance, University of North Dakota

APPENDIX B

Age Bias Activity, page 17

Situation: Karen Adams is applying for admission to dental school. She is 40 years old and has always wanted to be a dentist. She's decided to apply to dental school now that her children are grown and she no longer feels the full time responsibility for caring for them. Her undergraduate school records and Dental Board scores place her in the top 10% of all applicants. The admissions committee is meeting to consider her application. There are five members on the committee.

Member 1 - You have been teaching in the dental school for 20 years and are opposed to changing the graduate school unwritten policy of not admitting anyone over 35.

Member 2 - You are part of the administrative staff and are specifically responsible for soliciting alumni funds--your concern in admitting Karen would be the unfavorable response of several financially supportive alumni.

Member 3 - You are a teaching faculty member who thinks Karen should be admitted. You suggest that the committee consider her qualifications separately from her age.

Member 4 - You are a member of the Counseling Center Staff who serves as a university wide member appointed to the committee by the Dean. You have done a lot of work with adults changing or attempting to enter new career fields. You are extremely supportive of the applicant and are able to discuss the situation from the individual vs. university point of view.

Member 5 - You are a teaching faculty member. You are ambivalent about the decision. You feel admissions should be restricted to younger applicants who can devote more years to the profession. On the other hand, you vividly remember the recent race discrimination case that was brought against the Dental School for a recent admissions decision. You fear the same possibility in this case.

APPENDIX C

VIDEO TAPE TRANSCRIPTS

Vignette 1

I'm really feeling distressed; my wife and I have been separated for a year and a half now. She just came back from vacation with my son and informed me that she is moving, out of the state, up with her folks. I have no input into the decision, I feel helpless, angry as hell, she is taking my son away. Any relationship I will have with him will be commuting 8 hours to go into a strange city, get a motel room and invite him to the room. I feel no naturalness in the future situation, all she wants from me is the money to support her, even if she doesn't have the same costs because she will be living with her folks. I feel powerless, angry. I don't know what to do about it.

Vignette 2

I have been thinking about going back to school. My family is raised and I have three teenagers who are in college. My daughter has been urging me to go back and maybe take a course or so each semester. But my problem is I have no idea where to start, because it has been so long since I've been to school and I don't know what kind of a course to take. I don't know what I would like to do. Would there be something of my own interest I would like to pursue or should I pursue something in the business area, or what -- I have no idea. Also, I don't know whether I would be able to study, whether I would be able to do a lot of writing, I don't know whether - you know with a family - whether I would be able to devote the time to doing it, so I just don't know how even to begin to find something.....

Vignette 3

I think I am going to have to drop out of the training program. When I first signed up for it, I really wanted to get my GED, because I wanted to be a nurse. But since that time I have found it really hard to make it on the $2.20 an hour that I get in training. I now have been offered a job over at the Hot Shoppes that pays $3.25 and I could really use the money, plus I'm not sure I'm going to be able to follow through with the nurses training anyway, because I found that it is going to take a long time and I won't be able to give up working in order to go full time. I think I really should take this job while I can get it because I'm not sure that there are going to be any jobs available once I get the GED. A lot of my friends who finished high school are working over there, you see, and if I can get the job now maybe I should take it. So you know, I came to talk to you about it and to ask you what you think I should do.

Vignette 4

Well, I really don't. . .I really don't know where to begin, I don't know what I am going to say to you. I just got this feeling that I'm kind of just dead end, you know. I got a job, it's alright, but there is no future. And I see younger men getting ahead of me. Here I have a house, a mortgage, I don't have the freedom to move as they do, but yet I get passed over for promotions. I have a good job, but it is going nowhere, it's just absolutely becoming a part of my life that I don't like. I come to work, I do my job, I go home - there's no challenge. It's just kind of hum-drum, I've done it many times before. But if I saw someplace I could move, someplace I could go - someplace I could get ahead, I would do some of the things I really want to do when I started in this organization. That's what I want. I don't know where you are, whether you are the person to help me or not, but it's just getting to me. I don't know where to turn, I don't know what I can do with my life at this particular juncture. The kids are getting older, I'm becoming less necessary there, you look at this organization, I'm becoming less necessary here. It's not much fun working here anymore, not much fun working. Work is not what it used to be. I think I have a lot to offer, I just don't know where I can go with it. Do you understand what I am saying? Can you help me? I just have to do something. I've got to move, got to grow.

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Vignette 5

The main thing that I've talked about with you is the issue having to do with my wife and I. When we knew that Jan was pregnant the question arose as to how we are to manage that, because both of us work, we have equivalent positions. I had proposed the idea that I stay home a day or two days a week and go part time on my job. That created in me and in her some real difficulties. I say I proposed it. It came out of a feeling that I should entertain the idea and try to process it through and it turned out that what I thought would be a good idea, something I would enjoy -- turned out to be a lot of losses for me. One of the losses I wasn't even aware of was the fact that I gave up some notion of success, I would have to change my success standards. I just couldn't compete successfully on three days a week, I felt, or if my peers were up here I'd be down here and interestingly, my wife -- it was easy for my wife to give up than for her to allow her husband to give up. But I felt some guilt in our not being able to do it because I felt some notion of shouldness. Somehow it seemed unfair that I go out and get a lot of money, meet needs outside of the house and she wouldn't and she has given --- she's 3 days a week at work and two at home and she enjoys it. In a sense I would enjoy that too, but the losses are too great.

Vignette 6

I'm a veteran from the United States Air Force, disabled and now attending the University of Maryland. The transition from the military to the university was kind of straining because, first of all I was a boss there and I'm not a boss here and the age difference between my classmates and I could have some problems -- in some classes it is difficult because I try to discuss things with them. They have been going to school all their life and I have a large gap where I haven't been and sometimes this is unsettling. When I first started this campus I was lost and I had a little map and I was going from place to place. I would ask other students where something was and they would kind of look at me and say "Well, now it's over here -- I'm not sure where it is." Some think I should be a student and others think I should be an instructor. I think because they are not sure which, this gives them an uneasy feeling. If I'm a student, why am I a student at this age? And if I am an instructor I should know my way around the campus. My counselor and I have had a pretty good rapport, we understand each other but still he is upset -- I guess because of our age difference. I'm older than he is and this causes him sometimes to feel uneasy. I need assistance for classes--classes to take the subject matter. All of these things -- I still need assistance and if I don't get assistance, this -- the university, the bureaucracy will crush you and I need help in attaining that.

Vignette 7

I think probably one of the most frustrating feelings I had at Gam's death and previous to it, was being angry, not just -- I was not the only one that felt this way, but he felt the same. We were at a period where he had retired, although it was for disability reasons. It was at the point where we could have anything. Our children were grown and we planned to do a lot of traveling (of course) and just do the things we wanted to do. When Gam first became ill or when he first retired -- I should go back a little bit to say that he developed this condition about 5 years previous and had responded well to chemotherapy until about the last 2 years. Then at the time when he felt he would retire, he went down hill just so rapidly and it made him so angry he would strike out against the bed, pillow, the wall, or anything just in anger because of what had happened. And if he had been a person who had not taken care of his health or in any way, it would have been different, but it was something you couldn't help. He was also hurt, I think, for me feeling he was leaving me with the burden and wondering if I ever got in the same circumstances, who in the world would take care of me. As Gam's doctor said, I had really earned my nurses cap because I gave him a lot of the doctoring and the needles and everything he needed at home. I think the hurt also was seeing suffering and not being able to help except to give a shot that would last 2 or 3 hours. It hurt to put him in the hospital when I did because I have had a sort of breakdown, I guess just nerves, so they call it. It's not like a nervous breakdown, but exhaustion where you are dealing with something that is consuming all your time and energy of emotions. So I think that I --- I don't know why - don't know that you can help this in anyway, but to try to get over this feeling of anger. When you try to get away with other thoughts once in a while you're suddenly hit like that and

well it - - - That's enough of that.

Vignette 8

I really appreciate your willingness to talk to me today about my frustrations about not being able to secure the type of job that I am prepared and had worked hard to acquire, and I thought possibly you might be able to help a bit. I just finished working on an advanced degree in education and, as you know, at the moment the market is kind of glutted for teachers. I am also in a situation where, as I can't move from this area if there were teaching jobs available elsewhere because my husband has a good job within the city and yet I'm still very upset by the fact that I'm not able to pursue the profession that I'm trained for. I'm very interested in working with young people. I've done it for a number of years and I don't like the idea that I'm maybe getting outdated and losing contact with people in the job market. I also find that if I'm not working that I'm feeling insecure in my ability to do a job. That frightens me a great deal and I was hoping possibly that you might suggest some other outlets for me today. Should I continue to attempt to find a job in a field where I just know the whole thing is hopeless. It's very frustrating particularly when you spend a lot of time and money in order to stay in the profession that I have had experience in and that I'm trained in. It's not only frustrating for me as a professional but it has also indirectly affected the relationship I have with my son and husband, in that sometimes I can't help resenting the fact that I can't have the same freedom that my husband has in seeking a job. We do have a small child and I devote my time to his interests as well as my own so there is a joint frustration.

COORDINATOR'S GUIDE

UTILIZING STRATEGIES FOR ADULT GUIDANCE

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

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MODULE GOAL AND OBJECTIVES

Module Goal

The topics covered in this module include age-bias, non-biased responding, and decision making. The participant will learn how to assess his/her own age bias. Secondly, participants will learn how age bias affects counseling behavior and how to respond in a non-biased manner. Lastly, participants will learn how to choose decision making strategies and how to help adults expand their alternatives in a decision-making situation.

Module Objectives

When they have successfully completed this module, participants will be able to:

1. Identify their own age biases.

   Successful achievement of this objective requires the participant to respond to the Age Norms Inquiry provided in the module and score the Inquiry by filling in responses to seven questions given.

2. Explain the components of age bias.

   Successful achievement of this objective requires participants to (a) describe in writing the events of two situations in which they have experienced or witnessed age bias, and (b) indicate for each situation whether the bias described was in the form of age distortion, age restrictiveness, or a negative attitude. Achievement of the objective will be determined by the coordinator who will certify that (1) two incidents have been described, (2) it is clear from the description that age bias was a factor, and (3) the form of age bias indicated has been correctly identified.

3. Perform a basic skill in non-biased responding.

   Working in groups of three, participants will each have a turn playing the roles of counselor, client, and peer rater. Successful achievement of the objective requires the participant in the role of counselor to verbally respond to the client in a non-biased manner. The responses will be judged by the peer rater using the following criteria:

   (1) Did the response focus on the content and feeling that the client was expressing?

   (2) Did the response demonstrate bias by leading the interaction in one direction or limiting options?

   (3) Did the response enhance the interaction? Did the client continue to communicate?

4. Choose appropriate decision-making strategies.

   Successful achievement of this objective requires participants to: (a) choose appropriate decision making strategies for individuals in each of three vignettes, (b) identify selected strategies as being from either the anticipation or implementation stage of decision making, and (c) describe how the strategy is to be applied.

5. List at least three possible alternatives for each of three decision-making situations.

   Successful achievement of this objective will be determined by fellow participants who will certify that: (a) three alternatives are listed for each situation, and (b) that all alternatives listed are realistic for the situation.

COORDINATOR'S ROLE

This module is designed so that participants have all materials and learning to proceed through the day's activities. However, your role as coordinator can help to enhance the experience. Specifically, you should try to focus on the following areas.

Setting the Tone

A relaxed atmosphere should be maintained. The variety of readings and activities should help maintain participant interest. It should be emphasized that each module is designed to provide participants with specific skills and learnings.

Regulate the Pace

The times listed in the Module Outline are to be used only as estimates. In some cases more or less time will be necessary. You may want to continue a lively discussion or summarize a section which seems to be dragging. Breaks should be taken when needed, but preferably after an entire section or activity has been completed. Timing, in general, should be handled felxibly.

Facilitate

Encourage participation from everyone. Make sure that questions are answered and areas of confusion are clarified before you move on. Make sure the discussion remains on track. In general, your role should be as a guide through the discussions and activities.

Evaluate

Make sure the participants complete the post-assessment items. The assessment process should be regarded as another form of learning. Emphasize that the assessment allows the participants to determine whether they've acquired the skills.

SPECIAL FUNCTION OF COORDINATOR

Prior to the Workshop

1. Study the module carefully. Be familiar with all participant materials and this Coordinator's Guide.
2. If using video equipment make sure you have: (a) video recorder, (b) video monitor, and (c) video tape. Be sure you are familiar with and how to use the equipment.

At the Workshop

1. Introduce yourself to participants, briefly noting your background and the role you will play in the workshop.
2. Ask each participant to introduce his/herself to the total group. In addition to their names, you may ask them for other information such as their present position, or their interest in attending this workshop.
3. Establish the schedule for the day (lunch, coffee breaks, when the day ends, etc.).
4. Go over the basic goals, objectives and overview of the module (see pages 1-4 in the module). Answer any questions.
5. Guide the participants through the readings, dicussions, and activities. Make note of the participant responses to the various sections.
6. Conduct the Assessment of Outcome for each objective as indicated in the module. Use the criteria in the Coordinator's Guide to assess each participant's performance.
7. Conduct a wrap-up session in order to:
   a. summarize the module's learnings
   b. answer any final questions
   c. refer participants to any additional resource material

d. identify local experts who might provide further learning related to the module topic

8. Submit the assessment results and all feedback to the overall workshop director, when applicable.

CONDUCTING THE WORKSHOP

The following section will contain suggestions and necessary information to optimally facilitate the module. This information has been divided into the three areas of: (1) Age Bias, Non-Biased Responding, and (3) Decision Making Skills. Assessment criteria for each objective is also included.

NOTES TO USERS

Most appropriate target groups:

Community college counselors, adult education teachers/counselors, pre-service activity for students interested in working with adults.

Time Required:

This is the first of two modules on Providing Guidance for Adults. This module and its companion, Designing Programs for Adult Guidance, are designed to be used consecutively in two full days of training, approximately 6 to 8 hours per day. In order to adhere to those times, coordinators may want to consider giving the modules to the participants ahead of time so they can familiarize themselves with the written text. The materials and procedures outlined in the modules should be considered as suggestions. Coordinators may adapt activities and readings to suit local needs.

Video Tape:

Several of the module activities are designed around the use of a video tape. Although written transcripts of the tape have been provided, it has been our experience that video is a qualitatively and much more effective learning device. Copies of the half-hour video tape are available from the Educational Technology Center, University of Maryland, College Park, Maryland 20742. Supply your own tape and $5.00 for handling and postage.

These notes are based on the results of a field test of the module conducted in September 1976.

Age Bias

The purpose of this section is to get participants to understand the notion of age bias, focus on their own possible biases, and begin to explore the possible effects of age bias on counseling. The activity on page 7 gets participants to focus on myths in general, then quickly moves them in to the Age Norms Inquiry.

Age Norms Inquiry

Responding to this inquiry gives the participants the opportunity to assess their biases about age. As the scoring directions on page 11 indicate, there are no hard and fast scoring rules. Individual responses to the inquiry should be used as a beginning stimulus to a general discussion of age bias. Try to generate a list of different adjectives that were used for each age group.

Assessment of Objective 1

The criteria for this objective are:

(1) Did the participant respond to the Age Norms Inquiry?

(2) Have items under Part I and Part II been filled in?

Age Bias: A Definition

The written material on pages 13-16 describes age bias and defines the three kinds of bias: (1) age restrictiveness, (2) age distortion, and (3) negative attitudes. If you are familiar with the material you may want to summarize the section to avoid the participants reading the entire section during the workshop.

Assessment of Objective 2

The criteria for this objective are:

(1) Are two incidents recorded?

(2) Is it clear from the incidents that age bias is a factor?

(3) Is it clearly indicated whether age distortion, age restrictiveness, or negative attitude was present?

Non-Biased Responding

This section is designed to give participants a process or a way to keep their biases in check while counseling. The emphasis is on listening and responding skills with particular focus on the self-verbalizations we engage in. The beginning activity in this section is to view a video tape with eight vignettes. While watching the tape, participants should use the Vignette Response Form on page 21 and fill out columns 1 and 4. Columns 2, 3, and 5 will be used later. If you do not have the video tape available, you may want to create your own audio or video segments. Transcripts of the eight vignette segments included on the tape are in Appendix B. You may want to reproduce these transcripts for participant reference.

Roadblocks to Communication

This section covers ineffective ways of responding. This section often serves as a group leveler - we can all remember and laugh at the inappropriate ways we respond. Make sure you go back and complete the Vignette Response Form, Column 2, Roadblocks to Communication. If your group is fairly sophisticated, you may want to eliminate or quickly cover this section.

Effective Responding

This is a quick review of an effective responding model. Again, you need to check the level of expertise in your group. For some this may be a review, others may need more extensive coverage. You may want to refer those who are not familiar with the model to the Carkhuff reference in the bibliography.

Self-Verbalization

This section focuses on a component which is generally not included in a communications skill model - self-verbalization. What is emphasized is the self monologue we engage in before we actually respond. You need to stress that this is the beginning step in identifying some of our potential biases. The activity gives the participants a chance to practice answering the questions on page 27. You may want to model this activity in front of the whole group before they attempt it.

Assessment of Objective 3

The criteria for this objective are included in the model. Participant performance is to be judged by peers employing these criteria.

Decision Making

This part of the module introduces the Tidemann and O'Hara model of decision making. The stages of anticipation and implementation are introduced and differential strategies are suggested. The activity that runs throughout this section is on the Decision Making Worksheet on page 40. You should emphasize that the strategies included in this section are only examples and the resourcefulness of the counselor is the key element.

Assessment of Objective 4

The criteria for this objective are:

(1) Are the strategies listed identified as anticipation or implementation?

(2) Is there a specific description of implementing the strategy?

Assessment of Objective 5

The criteria for this objective are:

(1) Are three alternatives listed for each vignette?

(2) Are the alternatives listed realistic to the situation presented; could they actually be implemented? This determination will be made by a peer participant.

Summary

All final questions should be answered. The final discussion should focus on applying the learnings of this module to actual work settings.

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A: I strongly agree	Column B: I agree	Column C: I disagree	Column D: I strongly disagree	Column E: I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodrow M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodrow M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler